DOCUMENT RESUME

ED 313 308 SO 020 389

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TITLE A Bibliography of English Language Publications on Japanese Education, 1970-1988.
PUB DATE Apr 89
NOTE 36p.
AVAILABLE FROM Eskay Publications, S.K. Jain, 3280 Everts Ave., Windsor, Ontario, N9E 2V8, Canada ($5.00).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Education; *Early Childhood Education; *Educational Change; *Educational Development; Educational Environment; Educational Experience; Educational Improvement; Educational Innovation; *Educational Practices; *Educational Principles; *Elementary Secondary Education; Foreign Countries
IDENTIFIERS *Japan

ABSTRACT

When Japan was occupied by the Allied Occupation Forces after the conclusion of World War II, the country was told to adopt a new democratic educational system styled after the U.S. system of education. The Japanese fitted the new system to suit their requirements and environment. In the following years the system was so perfected that it became an extremely successful operation which, some say, led to the economic recovery of a fallen nation. Like many other scientific and technical innovations that the Japanese obtained from foreigners, they seem to have perfected the borrowed educational technology in such an ingenious way that it has become genuinely indigenous Japanese. Just as U.S. and Canadian business people are now learning from Japanese technological and administrative techniques, North American educators are going to Japan to learn how the Japanese educational system works. This bibliography lists 365 English language materials published between 1970 and 1988 that deal with Japanese schooling. It is not comprehensive. Numerous publications of the Japanese Ministry of Education and of many national and international agencies based in Japan, unpublished papers, and material dealing with Japanese higher education are excluded. Reference is made to earlier bibliographies on this specific topic and to 23 bibliographical references that might be useful when looking for additional material. (JB)

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A BIBLIOGRAPHY OF ENGLISH LANGUAGE PUBLICATIONS ON JAPANESE EDUCATION 1970 - 1988

by

Sushil Jain

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A BIBLIOGRAPHY OF ENGLISH LANGUAGE MATERIALS PUBLISHED BETWEEN 1970 - 1988 ON JAPANESE EDUCATION

BY

SUSHIL JAIN

INTRODUCTION

It is a fact of history that governments and empires rise and fall. Some of those that fall rise again from the ashes in due time. Such is the case with a country called Nihon, Nippon, or (to us) Japan.

It is ironic that only half a century ago Japan, which was a colonial power in her own right, was occupied by the Allied Occupation Forces after the conclusion of World War II. Prior to the war, Japan, the only non-Western imperial power, controlled Taiwan, Korea, Manchuria, the Philippines and later on Burma and other territories. She lost her overseas colonies with her defeat in the war. Instead of being the master and ruler of several island nations of Asia, Japan became a subject of the Occupation Forces of America for a short period from 1945-1952. During this period, the Americans dictated all kinds of administrative changes -- constitutional, political, social, military, economic and educational.

It is the educational issue that concerns us here in this paper. Before the war, the Japanese were successful in exporting their model of education to Taiwan and Korea. Tsurumi (1977) has shown how the Taiwanese educational system was modelled after the Japanese system during their 50 year rule of the colony, from 1895-1945.

Now after the war, it was the turn of the foreigners, the Occupying Forces, to impose a set of foreign values on the educational system of the Japanese. The *School Educational Law* of 1947, as well as several other pieces of legislation, were drafted under the supervision of the American advisers. These pieces of legislation set the structure of Japanese education in its present place.

Under the new laws, the education system was democratized as were many social, legal and government institutions. This "alien" democratic system of education was styled after the American system of education. It was supposed to be superior to the established Japanese system, which incidentally was also developed on the American pattern during the Meiji period. However, Japan was now being told to adopt a "new" system and make it work. Make it work they did.

The Japanese fitted the new system to suit their requirements and environment. In the following years, the system was so perfected that it became an extremely successful operation which, some say, led to the economic recovery of a fallen nation.

Now only less than forty years after the implementation of this foreign educational system, we see those same foreigners returning to Japan to learn from their educational achievements. The Japanese are once again in a position to export the salient features of their education system to other parts of the world, especially those that have become, to some extent, economic colonies of Japan.

The Japanese system of education is supposed to exude excellence. Like many other scientific and technical innovations that the Japanese obtained from foreigners, they seem to have perfected the borrowed educational technology in such an ingenious way that it has become genuinely indigenous Japanese.

Just as American and Canadian business people are now learning from Japanese technological and administrative techniques, the North American educators are going to Japan to see how the Japanese education system works. They want to understand its salient points. How does it produce such high academic achievements? What are the clues behind such a successful operation?

WHY STUDY JAPAN?

There seems to be a great interest in learning everything about Japan in the late 20th century. Such interest is quite natural for Canadians since Canada is moving ever closer to the Pacific Rim countries in matters of economics and trade, and now in demographics too with increased Asian immigration. Living in a global society as we are, we need to learn about our neighbours among us and our overseas trading partners, especially Japan, at this juncture of history. Educators have an ever greater responsibility in this area to learn more about Japan, so that they can pass on to their students some knowledge about the land of the rising sun. This bibliography, I hope, will serve its purpose in that direction.

SOME DIFFICULTIES IN STUDYING JAPAN

There is no doubt that one can appreciate a foreign culture better by learning its language. So. ideally a person should be able to read Japanese if one is going to embark upon any research activity involving Japan. Unfortunately the present writer does not read Japanese, but it is not such an acute drawback that it will hamper the undertaking of research on Japanese education. In the case of doing research or trying to understand the cultures of non-English countries, one can

usually find enough English language materials that will serve the purpose.

Japan is not an exception to such a phenomenon. There are enough materials in English language that one can find to meet one's needs. Books about Japan and Japanese education have been available in English for a long time. Early in the twentieth century were published the works of Kikuchi Dairoku (*Japanese Education*. London: Longmans, 1909) and Alfred Stead (*Great Japan: A study of national efficiency*. London: J. Lane, 1906). However, these and others may not be available locally or even in a nearby collection, but it is possible to obtain them with some delay and difficulty through inter-library loan.

REVIEW OF BIBLIOGRAPHICAL LITERATURE

The earliest source listing materials in English on Japanese education is that of Walter Eells (1955). A later but authoritative work of Professor Passin (1970) is the most well-known and oft-quoted. It covers the period up to and including 1970. It is a substantial bibliography listing primary and secondary sources, books and journal articles. A beginning inquirer will find little difficulty in selecting enough relevant literature to meet his/her needs in any particular area of Japanese education. Professor Passin has several other books on Japanese education and culture to his credit. It may be mentioned here that his bibliography seems to be based on his researches on Japanese education while working towards his doctorate.

Three items that appeared in 1974 can be of assistance to a student of Japanese education. The first, an article of a bibliographical nature by Dr. Beauchamp, a noted authority on Japanese education, was published in *Education Studies*. Ward and Shulman's (1974) annotated bibliography on the Allied Occupation covers a very important period in Japanese education. It was during this time the *Fundamental Law of Education* and the *School Education Law* (1947) were passed, as was passed and promulgated the *Constitution* of Japan. It is an important source to locate materials pertaining to the period immediately following World War II (or the Pacific War as the Japanese call it). A third source, published in Germany, is that of Teichler (1974) which is of a broader scope because it covers continental materials, useful to a student of comparative education as well as to a student of Japanese education.

Two items were published in 1986. The first one, published in the June issue of *Science Education*, lists studies concerning science education. It is in science and in mathematics that Japanese students have shown much greater achievements than those of students from the U.S.A. and Canada. The second source, which a researcher will benefit immensely from to augment his search for relevant

literature, will be a publication by the *Japan Foundation* (1986). Its coverage is broader in numerous fields of Japanology. Items 4523 through 4700 relate to education. They are grouped into general works, history of education, educational affairs, curriculum: methods of instruction and study, and higher education.

A more recent, and the latest publication that comes to attention, is a special issue on "Education in Japan" published by *Comparative Education* (1986). It has several articles of interest for current Japanese educational affairs and reforms in education. An interesting article is by Teruhisa Horio.

However, with all this realization it will serve little purpose if items listed in the above sources are not available locally. Such may be the case in connection with materials issued by the Japanese Ministry of Education, Science and Culture (*Mombusho*). One may also be hamstrung by the fact that the local library may not subscribe to any of the English language newspapers from Japan, e.g., *The Japan Times* or *The Osaka Times*, from which one should be able to draw many observations as to the current mood of the public vis-'a-vis educational issues. Other English language Japanese publications like *The Japan Quarterly* and PHP *Intersect* would also be useful. Even the old issues of the *Times Education Supplement* would be a definite help.

PARAMETERS OF THIS BIBLIOGRAPHY

This bibliography lists only English language materials published between 1970-1988. (For earlier works one should consult one of the several sources mentioned above.)

However, not all English language publications will be found listed herein. Excluded are, for example, numerous publications of the Ministry of Education, Tokyo, and many national and international agencies based in Japan. These government agencies and those of Unesco have continued to issue substantial amounts of literature related to Japanese, international and comparative education. These are very important sources and must be consulted by a serious researcher. Unfortunately they are not easily listed or available from non-specialist libraries. One will have to expend some time and energy to locate and list them. Sadly, not being an academic librarian myself and not located in a place with an excellent Asian collection, I am at a disadvantage to do justice to this subject. However, I would like to do just that sometime in the future.

UNPUBLISHED PAPERS

One will also find excluded from this bibliography unpublished papers, not available from EDRS. Professors who quote unpublished papers make me jealous. I, not being in an academic position, am unable to get hold of many such unpublished papers. Moreover school teaching does not permit a teacher to attend any conferences during the academic year, when most such conferences are held. (It would be nice if all professional development seminars for professors, i.e., conferences, were held during the summer months. That way we, the teachers, could participate in these conferences and learn from and argue with, and perhaps even "teach" these professors.) So, to list only a few that have come to my attention during my visit to Tokyo and elsewhere, would only whet the appetite of users of this bibliography, which may not be satisfied by an ordinary university library.

TEACHING ABOUT JAPAN

Also not included are works related to Japanese history, geography, literature, etc. *per se*. There is an enormous amount of literature being published about Japan for use at school and university levels. Listing such material related to the teaching of Japan in schools, important in its own right, is a separate undertaking. My inclusion of a publication like *Contemporary Japan: A teaching workbook* (New York: Columbia, 1988), is an exception to the above rule. It is being listed here because I found its section on "education" useful.

HIGHER EDUCATION

Whereas the Japanese school system gets high marks from many authorities, Japanese universities do not fare that well. There seems to be a great weakness in Japanese higher education. It is not for this reason that I have excluded works related to higher education in Japan. Since the purpose of this bibliography is to cover Japanese schooling, one will find limited references to higher education. Sources that are included have been found useful in understanding Japanese schooling.

DEFINITION

Though I use the term "education" in the title of my bibliography, I am using it for the sake of simplicity and in a narrower sense to denote primarily *schooling*. To use the term "education" in a broader sense, as it is used in Japan, one will have to include "social education", "community education" etc. The Japanese use the term education, so it would appear from a survey of the literature, to mean "lifelong learning". This kind of philosophy and attitude in a society enhances the value and respect for education (schooling) in the populace. Hence the phrase "learning society" being applied to Japan.

STUDENT ACTIVISM

To study Japanese education without paying some attention to students' organizations (*Zangakuren*), student activism, and politics is to miss an important area of Japanese education. Student participation in reforming society through protests is as valid there as it is in France or in China (in 1989). Students have really taken the concept of democracy (*Minshushigi*) seriously.

TEACHERS' UNION

Unlike the unions or federations of some other countries, particularly Canada and the United States, the Japan Teachers Union (*Nikkyoso* or, as it is popularly known, JTU) has played an active role in reforming education. Often described as leaning to the Left (Communism), it is a 'militant' union that has done its share in democratising Japanese education. So some of the publications issued by JTU are included.

NON-PRINT MATERIALS

Apart from micro-technology which makes readable material available on microfiche, microfilm, computer disks or CD-ROM, there are several video programs on Japan available now. They can certainly be used to understand or to get a feel of the Japanese society and school life. A very well produced set of seven video tapes on "Japan" was released by the *Asia Society* several years ago. The Lillian Lincoln Foundation released a video program, *Making the grade in Japan*, in 1985 with Profesor Rohlan as narrator. Produced by Professors Jerry D. Johnson, Lucien Ellington and Richard Rice, the University of Wisconsin-Eau Claire has made available a video called *Understanding the Japanese economy*, in 1989.

REPRINTS OR REVISED EDITIONS

Whereas I have excluded several categories of materials, I have, on the other hand, included other categories, e.g., reprints of earlier works reissued in or after 1970. Therefore one will find works of Hall, Kasuya and Keesing listed. Also included in this bibliography will be such works as may appear to be remotely related to education in their titles. One must realize that education is a complex subject. It does not operate in a vacuum. To study it in isolation from other fields, e.g., social development, politics, history, economics and industry, holds many drawbacks. So it is worth looking at publications that discuss Japanese cultural values, society, politics and government in a broader sense. Such is the reason to include Akira Kubota's book (*Higher civil servants in postwar Japan*, 1969). Another area that has recently attracted attention is that of the Japanese business management style.

SELECTING A TOPIC OF RESEARCH

With all these limitations, one would ask what is the point of embarking upon a topic of research on Japanese education? Well, if it were going to be a thesis or dissertation, we would be well-advised to stay away from such a topic unless the institution has a good collection of Japanese language materials and one is able to make use of them. However, if the task is to write only a major paper, which may not require extensive research in indigenous materials, it is possible to succeed with limited resources of English language publications and limited knowledge of Japanese.

Before choosing a topic one would be well-advised to look at Stucki's (1968) *American Doctoral Dissertations on Asia, 1933-1966*, and Shulman's (1970) annotated bibliography of doctoral dissertations on Japan and Korea. However, the *JAS Bibliography*, published since 1957 as a supplement to the *Journal of Asian Studies*, will provide the most thorough listing of research.

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